

Instructional Humor and its Compliance-Gained During Virtual Learning

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ABSTRACT

This research examined the effectiveness of instructional humor on learner's compliance-gaining in an online distance learning. This paper is supported by The Instructional Humor Processing Theory of Melissa B. Wanzer, Ann B. Fryer and Jeffrey Irwin. A survey was conducted at the three campuses of Cebu Technological University. The study utilized 132 respondents. The instrument was patterned from the instrument by Bieg, S., Grassinger R., & Diesel, M. (2017) and Punyanunt, N. (2000). Chi-Square Test was used in determining the significant relationship between the type of humor and the teacher's bases of power. The survey found that course-related humor was "sometimes" utilized in the classroom by teachers, with a mean of 3.122. Course-unrelated humor, self-disparaging humor and aggressive humor were "seldom" used in the class. Teachers, on the other hand, "sometimes" used all of the teacher's instructional power, including coercive power, reward power, legitimate power, referent power, and expert power. Furthermore, the results revealed that there was no significant relationship between the type of humor and the teacher's instructional power, as indicated by the p value of 0.166. It implies that the type of humor used by teachers is irrelevant to the type of instructional power they impose.

KEYWORDS: *Development Education, Instructional Humor, Virtual Learning, Descriptive Method, Carmen, Cebu, Philippines*

1. THE PROBLEM AND ITS RESEARCH DESIGN

INTRODUCTION

Rationale of the Study

Educational system has been undergoing rapid changes in the past few years from traditional classroom settings to virtual classroom settings. For both teachers and students, the internet has become one of the most significant and convenient means to create and access available resources for research and learning (Hartshorne and Ajjan, 2009). Online distance learning is adopted by the Department of Education as one of the learning delivery modalities in providing quality education to the students in the midst of the COVID-19 pandemic.

In an online distance learning, the teachers will remotely deliver lessons to the students through the use of different platforms such as Zoom, Google Meet, Google Classroom, Facebook, Messenger and other internet platforms that will be beneficial in facilitating the online classes. Students use social media extensively, and they have effectively

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repurposed the social networking site as a distant learning tool (Esteves, 2012). Learners can obtain the necessary information and training from any location on the globe (Nagrle, 2013).

As online distance learning continues to persist, the quality of the students' learnings and students' responsiveness in complying the tasks are the primary concerns. Some problems occur during the online classes. With fewer intense interactions, virtual class discussions are more likely to veer off subject, select individuals tend to dominate the class, and there is a greater mismatch between and among critical thinking markers (Dooley and Wickersham, 2007). Students find it difficult to follow the flow of the discussions.

There are a lot of information available online but Dowling, Godfrey and Gyles (2003) argue that making learning materials available online improves learning only for specific forms of collective assessment. Online distance learning makes the students experience contemplation, remoteness, and

lack of interaction or relation (Subramanian, 2016). With no instructor to provide face-to-face interaction and no students to provide frequent reminders about forthcoming work, it's easy to become distracted and lose track of deadlines (Bijeesh, 2017).

To address the identified gap in an online distance learning, this study made use of an instructional humor as an intervention scheme. An instructional humor is utilizing funny and amusing online distance learning materials such as YouTube videos and photos. It also includes the humorous personality of the teachers in facilitating the online classes. According to Goldsmith (2001), teachers who use humor in their online classes make students feel more at ease in the virtual classroom. Thus, this study was conducted in order to improve the approach used in an online distance learning. In this way, students can enjoy learning online.

Theoretical Background

This study assumes that an instructional humor is effective to learners' compliance-gaining in an online distance learning in accordance with **The Instructional Humor Processing Theory** by

Melissa B. Wanzer, Ann B. Fryer and Jeffrey Irwin.

Instructional Humor Processing Theory (IHPT) is a theory that suggests and provides an explanation how particular types of teacher-generated humor can improve student learning (Wanzer, Frymier, & Irwin, 2010). Students' cognitive learning is strongly predicted by the teacher's relevant humor, and this relationship can be mediated by all variables postulated by instructional humor processing theory (Tsukawaki & Imura, 2020). The use of humor is presumed to be a useful and effective approach for teachers to boost classroom instruction and student learning (Bieg & Dresel, 2018).

Cracking jokes necessitates the capacity to conjure up an abstract concept that can encompass a wide range of concepts. The incongruity hypothesis emphasizes cognition, which clarifies the sensation of incongruity, which occurs when a person interprets things as a deviation from reality (Meyer, 2000). When a person detects an unexpected incongruity between a concept and the real objects that are meant to be the same, humor emerges (Straus, 2014).

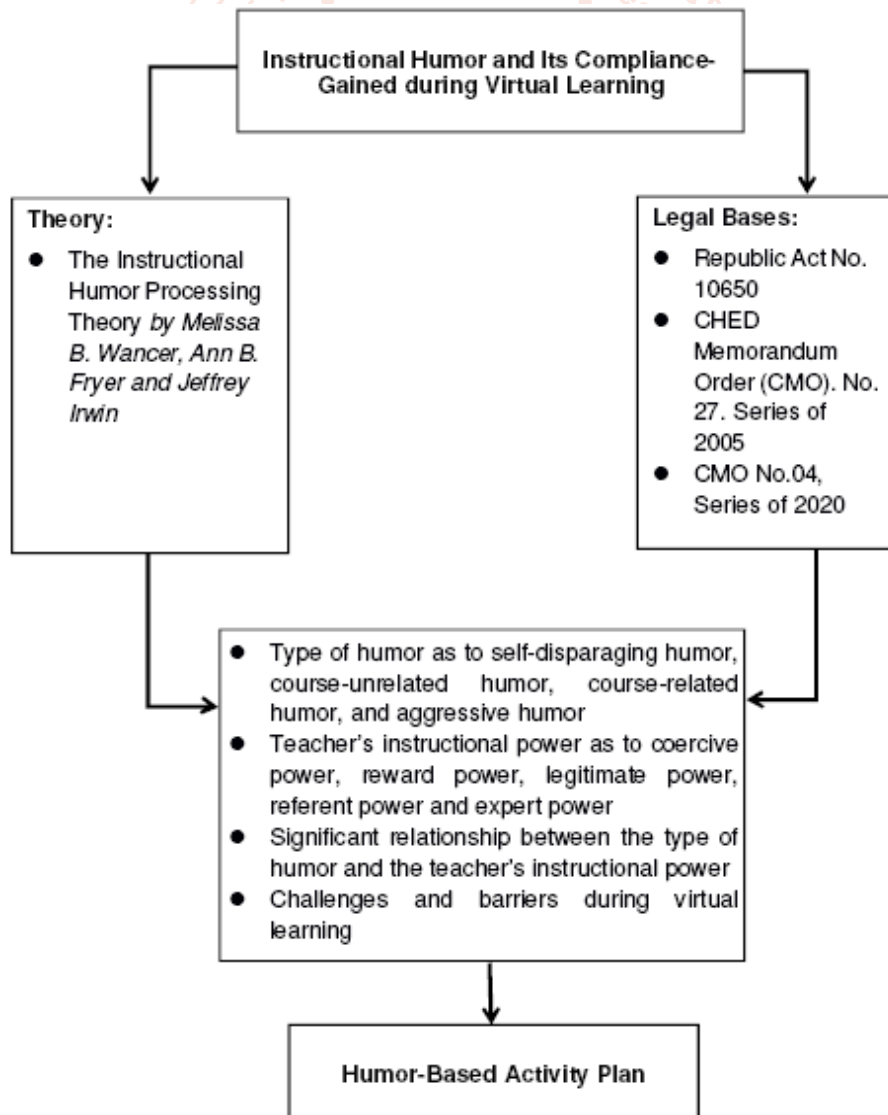


Figure 1. Theoretical Framework of the Study

Humor boosts creative thinking, fosters group cohesion, increases student attention and interest, and fosters a learning atmosphere in the classroom (Anderson, 2011). Students become more engaged to the class when humor is incorporated in the virtual classroom (Goldsmith, 2001). According to Nasiri and Mafakheri (2005), humor in the classroom is considered an active learning approach, because lecturing with humor requires learnable abilities. Instructor humour is one of the ways for engaging students and efficiently conveying academic content (Smith & Wortley, 2017).

Humor-enhanced online distance learning bridges the gap between teachers and students, making teachers more approachable to students (Shatz & LoSchiavo, 2006). Students' perceptions of their performance in even the most difficult classes are based on their interactions and relationships with their instructors (Micari & Pazos, 2012). In an online distance learning, teachers face greater challenges when it comes to engaging students, displaying their personalities and being present (McCabe, Sprute, & Underdown, 2017). Students who have teachers that employed humor in the classroom not only exhibited positive feelings about them, but they also have higher success rates and levels of engagement (Hackathorn, Garczynski, Blankmeyer, Tennial, and Solomon 2011).

Students' comprehension of content provided with wit is improved as compared to students who do not have instructors who used humor (Davies, 2015). Humor may aid in the creation of a welcoming learning atmosphere for students, as well as mutual respect and openness between the teachers and the students. The difference between students' evaluations of their class as "unreasonably difficult" versus "a fantastic learning experience" is their relationship with the teachers (Micari & Pazos, 2012). Humor may effectively promote learning by promoting objectives and enhancing student interest and attentiveness ((Shatz & LoSchiavo, 2006).

Garner (2006) discovers that during lectures, students who were presented something humorous remembered and kept substantially more information about the topic. It has been proposed that humor in the classroom is useful because it enhances social bonding between instructor and student, knowledge salience, and, eventually, recall and retention (Hackathorn, Garczynski, Blankmeyer, Tennial & Solomon, 2011). According to Glenn (2002), humor has the ability to engage students in the learning process by focusing on the knowledge they need to acquire while also fostering a positive, emotional, and social atmosphere.

Every teacher should strive to develop positive relationships with their students. Humor not only helps students and teachers develop relationships, but it also helps students build relationships with one another (McCabe, Sprute & Underdown, 2017). Humor strengthens those relationships. Anderson (2011) found that the use of humor aids in increasing group cohesion and student connection. When students believe their lecturers to be amusing in the classroom, they are more inclined to engage rhetorical dissent (Sidelinger & Tatum, 2019).

Teachers have the control to manage the class both in the traditional classroom settings and virtual classroom settings. There are five teachers' bases of power namely *coercive power* where students expect to be punished by the teachers if they don't conform to the orders; *reward power* where students perceive to receive reward for complying *tlgthe* teachers' given tasks; *eimatepower* where students are aware that the teachers have the right to give orders and demands anytime; *referent power* that is based on the students' identification with the teacher; and *expertpower* where students perceive teachers to be knowledgeable and competent (French and Raven, 1960). These teachers' bases of power can have an impact to the learners' learnings and learners' compliance- gaining to the different tasks given by the teachers.

Compliance-gaining refers to interactions in which one person tries to persuade a second person to do something that the second person would not have done otherwise (Wilson, 2015). Wheelless, Barraclough, and Stewart (1983) refer to compliance as "the performance of certain behaviors sought of the target by another person, the agent, by one person, the target." Studies on teacher power in the classroom are used to show how a power viewpoint can be used without undermining the importance of communication in gaining compliance (Garko, 1990). Student perceptions of instructor compliance gaining have a significant impact on learning such that stronger affective and cognitive learning is associated with a compliance-gaining technique (Roach, 1994).

Teachers can utilize an instructional humor in exercising their power in the classroom and in compliance-gaining. Students perceive teachers to use humor more frequently with certain compliance-gaining tactics (Punyanunt, 2009). Students with a high humor orientation obtain more learnings from a high humor orientation teacher, while students with a high humor orientation gain more learnings from a high humor orientation teacher (Wanzer and Frymier, 1999). Humor promotes class cohesion, and a teacher's sense of humor helps students feel more

connected. (Glaser & Bingham, 2009). Students will have a positive perceptions of compliance-gaining in an online distance learning. They will become more participative and motivated in learning through online distance learning despite of the COVID-19 pandemic.

Wrench and Booth- Butterfield (2009) reveals that humor orientation and perceived credibility have a substantial impact on compliance. Moreover, the study of Punyanunt (2009) unveils that there are positive and significant relationships between the use of humor and the implementation of specific compliance tactics. Dropout rates, lack of engagement, and other active learning issues have persisted in the online learning process (Jacobsen, 2019). According to Dormann and Biddle (2006), humor has a good effect on motivation in the learning process because it allows students to think creatively while conducting learning activities.

Students can enjoy the learning experiences and they will be more motivated to learn more when they feel the connections with the teacher and other classmates in the class. Humor is an educational lubricant that may make learning more engaging, entertaining, and remembered as a teaching approach (Shatz & Coil, 2008). Humor in the classroom has been demonstrated to boost attention and focus while also bridging the gap in remote learning and fostering vital interactions between teachers and students (McCabe, Sprute & Underdown, 2017). Wanzer, Frymier, & Irwin (2010) emphasize that humor has the ability to stimulate students and encourage them to participate in more educational activities. Humor can allow students to take a little “mental break” from an online lecture, and instructors can utilize transitions to explain a subject with topic-related tangents or self-deprecating stories (Shatz & LoSchiavo, 2006).

Moreover, this study is supported by **Republic Act No. 10650 or known as the “Open Distance Learning Act”, CHED Memorandum Order (CMO). No. 27. Series of 2005 which and CMO No. 04. Series of 2020.** On December 9, 2014, Republic Act (RA) 10650 was signed into law with the goal of expanding and further democratizing access to high- quality tertiary education and technical educational services in the country through the use of open learning services. The goal of open distance learning in the Philippines for higher educational institutions (HEIs) and technical-vocational courses under RA 10650 is to provide accessible, quality education through the use of open educational resources (OER) and delivery of learning materials via print, audio-visual, electronic/computer, and virtual classrooms, as well as face-to-face sessions (The Daily Tribune, 2020).

Commission on Higher Education (CHED) Memorandum Order (CMO). No. 27. Series of 2005 promulgated the policies and guidelines on distance education. The Commission on Higher Education recognizes the need for increased access to high-quality higher education and believes that distance education is a viable strategy for achieving this goal (CHED, 2005). Distance Education (DE) is a type of educational delivery in which the teachers and the students are separated in time and space, and instruction is delivered using specially designed materials and methods, as well as appropriate technologies, and is backed up by organizational and administrative structures and arrangements.

CHED Memorandum Order (CMO). No. 04. Series of 2020 adopted and promulgated the guidelines on flexible learning. Flexible Learning is a pedagogical approach that allows for time, place, and audience flexibility, including, but not limited to, the use of technology. Although it commonly uses distance education delivery methods and educational technology facilities, this may vary depending on the levels of technology, availability of devices, internet connectivity, level of digital literacy, and approaches (CHED, 2020).

THE PROBLEM

Statement of the Problem

This research assessed the effectiveness of instructional humor on learner’s compliance-gaining in an online distance learning at Cebu Technological University - Main Campus, Cebu Technological University Carmen Campus and Cebu Technological University- Tabogon Extension Campus during the Academic Year 2021-2022, for humor- based instruction activity.

Specifically, this study answered the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age and gender;
 - 1.2. course and
 - 1.3. year level?
2. What is the perception of the respondents on the type of humor used in the online distance learning as to:
 - 2.1. self-disparaging humor;
 - 2.2. course-unrelated humor;
 - 2.3. course-related humor and aggressive humor?
3. What is the perception of the respondents related to teacher’s instructional power as to:
 - 3.1. coercive power;
 - 3.2. reward power;
 - 3.3. legitimate power;

- 3.4. referent power and
- 3.5. expert power.
4. Is there a significant relationship between the type of humor used in an online distance learning and the teacher's bases of power on learner's compliance-gaining?
5. What are the challenges and barriers learners encountered during virtual learning?
6. Based on the findings, what humor-based instruction can be developed?

Null Hypothesis:

Ho: There is no significant relationship between the type of humor used in the online distance learning and the teacher's instructional power on compliance-gaining.

Significance of the Study

The outcomes of this study are of great help to the following entities:

Curriculum Makers: This study will help curriculum makers in creating appropriate approaches and curriculum guide that will address the gap between the students and the teachers.

School Administrators. The results of this study will aid the school for planning suitable teaching approaches based on the learning competencies on the curriculum guide.

Teachers. This study will serve as their basis for teaching the students in this new learning delivery modality.

Students. This teaching approach will help them to contribute ideas during their online classes as it allows students feel comfortable and confident during the class.

Future Researchers. This study will serve as their

reference or guide in testing other approaches to further hone the students' creativity in creating ideas.

RESEARCH METHODOLOGY

This presents the methodology used in conducting the study. It includes the design, flow of the study, environment, respondents, instrument, data gathering procedure and statistical treatment.

Design

This study used the descriptive-correlational quantitative research method. This determined the effectiveness of instructional humor on learner's compliance-gaining in an online distance learning. The descriptive method was used to describe the characteristics and opinions of the respondents being studied. The quantitative method was used in collecting and analyzing numerical data. Moreover, the correlational analysis focused on determining if there is a correlation between two or more variables as well as the essence of the relationship.

Flow of the Study

The flow of the study, which is illustrated in the Figure 2, shows the entire research activities. The inputs of the study were the respondents' demographic profile; the perception of the respondents on the type of humor used in the online distance learning as to course-related humor, course-unrelated humor, self-disparaging humor and aggressive humor; the perception of the respondents on the teacher's bases of power as to coercive, reward, legitimate, referent, and expert; and the significant relationship between the type of humor used in an online distance learning and the teacher's bases of power on compliance-gaining. Included in the process were transmittal letter, statistical treatment, analysis and interpretation of the gathered data. For the output of the study, it was the humor-based activity plan.

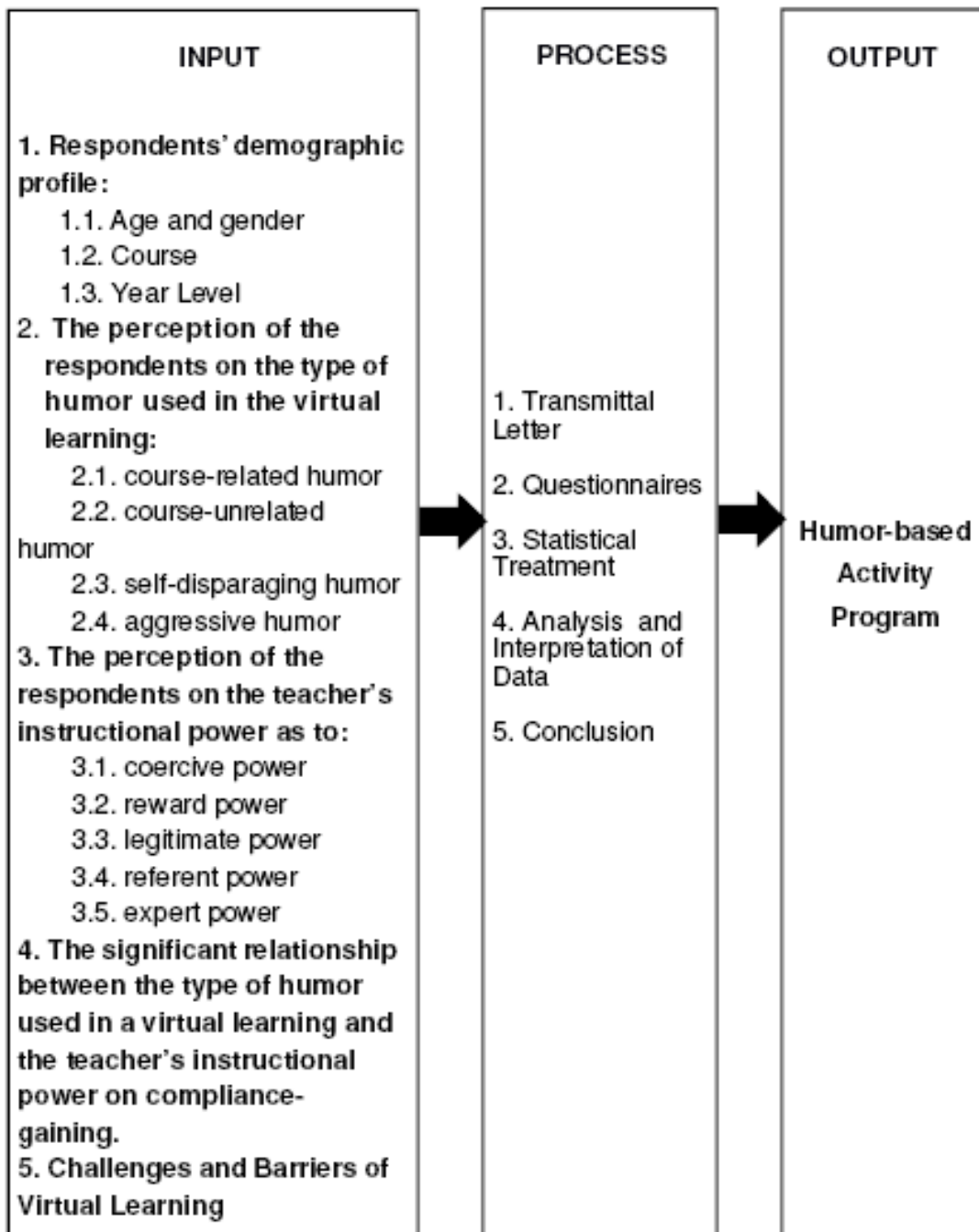


Figure 2. Flow of the Study

Environment

Cebu Technological University, formerly known as Cebu State College of Science and Technology (CSCST), was designated a state university by Republic Act No. 9744 on November 10, 2009. It is made up of one (1) main campus, nine (9) satellite campuses, and 13 extension campuses spread across the province of Cebu. The main campus is in Cebu City, and there are satellite campuses in Argao, Babag, Barili, Carmen, Daanbantayan, Danao City, San Francisco, Moalboal, and Tuburan, as well as extension campuses in Balamban, Bantayan, Dumanjug, Ginatilan, Malabuyoc, Naga, Oslob, Pinamungahan, Samboan, San Fernando, San Remigio, Tabogon, and Tabuelan.

Cebu Technological University (CTU) was awarded a three-star rating by QUACQUARELLI SYMONDS (QS) in November 2020, making it the only State University and College in the Visayas Region to be elevated to a global level. Quacquarelli Symonds is a British firm that specializes in global higher education institution analysis. CTU is a level-4 (national status) and level-5 (regional status) state university in Cebu City, Philippines. During the previous administration of President Gloria Macapagal-Arroyo, Cebu State College of Science and Technology (CSCST) was converted to Cebu Technological University by virtue of Republic Act 9744. TUV Rheinland recently certified the university as meeting the ISO 9001:2015 standard, putting it on par with top-performing educational institutions. Its 23 campuses are strategically located from north to south of Cebu Province.



Figure 3 Location Map of Research Environment (CTU- Tabogon Extension Campus, CTU- Carmen Capus and CTU-Main Campus)

This study was conducted at Cebu Technological University - Main Campus, Cebu Technological University - Carmen Campus and Cebu Technological University - Tabogon Extension Campus.

CTU - Main Campus in Cebu City began in 1911 with the establishment of the Cebu Trade School, one of the country's first vocational schools. Established by the Americans as the Manual Arts Department of the Cebu Normal School (now Cebu Normal University), its primary goal was to improve your technical abilities. In 1912, the school produced its first graduates. CTU - Main Campus has six colleges namely College of Management and Entrepreneurship (CME), College of Technology (CoT), College of Education (CoEd), College of Arts and Sciences (CAS), College of Engineering (CoE) and College of Computer, Information and Communications Technology (CCICT). The mission of the university is to provide leading-edge degree programs, innovative, professional, entrepreneurial, and technical instruction as well as research and extension programs that address both the needs of the region and the nation in the context of the global knowledge economy, fourth industrial revolution, and sustainability.

CTU- Carmen Campus is an external campus within the Cebu Technological University system. In 1959, the campus began as the Quirino School of Fisheries by the virtue of Republic Act 2700. When it was still known as the Cebu School of Arts and Trades, the school became a part of the university system in 1964. (CSAT). In 1979, the Carmen campus was designated as a Regional Institute of Fisheries Technology (RIFT), and it joined the Educational Development Projects . Implementing Task Force (EDPITAPH) with seven other schools. Prior to being given its current name, the campus was known as the CSCST- College of Fisheries Technology. CTU- Carmen campus offers undergraduate programs such as Marine Engineering, Fisheries, Industrial Technology, Hospitality Management, and Teacher Education. It also offers graduate programs namely Master of Arts in Education (MAEd) - Administration and Supervision, Master of Arts in Vocational Education (MaVEd), Master in Fisheries and Aquatic Sciences (MFAS), Doctor in Development Education (Dev.Ed.D.) and Doctor in Philosophy in Fisheries and Aquatic Sciences. For special programs, it offers Diploma in Professional Education (DPE).

CTU - Tabogon Extension Campus began operations in June 2015. It is Tabogon's only university and a state university. The school has a total area of 3,081.60 square meters and is located in Poblacion, Tabogon, Cebu. It has four (4) operational buildings and one (1) building under construction. The University has two departments, the College of Education and the College of Technology and Engineering with five programs. The College of Education offers a Bachelor in Technology and Livelihood Education with a major in Home Economics (BTLEd-HE) and a Bachelor of Elementary Education (BEEd), whereas the College of Technology and Engineering offers a Bachelor of Science in Information Technology (BSIT), a Bachelor of Science in Hospitality Management (BSHM), and a Bachelor of Science in Industrial Engineering (BSIE).

Respondents

The study focused on the students of CTU - Main Campus, CTU- Carmen Campus and CTU- Tabogon Extension Campus. Each campus had 40 respondents. Random sampling selection was used in determining the respondents.

Respondents	Sample	Percentage
CTU - Main Campus	40	30.3%
CTU - Carmen Campus	50	37.9%
CTU - Tabogon Extension Campus	42	31.8%
TOTAL	132	100%

Table 1. Distribution of the Respondents

Instrument

The students were asked about their demographic profile and they were also asked to answer 38 likert-scale survey questions. Items 1 to 17 of this instrument were patterned from the instrument by Bieg, S., Grassinger R., & Diesel, M. (2017), and items 18 to 38 were patterned from the instrument by Punyanunt, N. (2000). All items were rated on Likert-type scales ranging from 1 (Never) to 5 (Always). The items 1 to 17 determined the perception of the respondents on the type of humor used in the online distance learning as to course-related humor, course- unrelated humor, self-disparaging humor and aggressive humor. On the other hand, the items 18 to 38 identified the perception of the respondents on the teacher's bases of power as to coercive, reward, legitimate, referent, and expert.

Data-gathering Procedure

Four phases were carried out to answer the research sub-problems. Phase one (1) was the respondents' demographic profile; phase two (2) was the perception of the respondents on the type of humor used in the online distance learning as to course-related humor, course-unrelated humor, self-disparaging humor and aggressive humor; phase three (3) was the perception of the respondents on the teacher's bases of power as to coercive, reward, legitimate, referent, and expert; phase four (4) was knowing the significant relationship between the type of humor used in an online distance learning and the teacher's bases of power on compliance-gaining.

A letter of request was sent to the campus director of each campus and professors asking for a permission to conduct the study inside the premises of the school and to gather necessary data such as the brief history of the school.

After the request was approved by the campus directors and the professors, the students were asked about their

demographic profile and were requested to answer the likert scale surveys through the use of google forms. This was conducted to determine the effectiveness of instructional humor to learners' compliance-gaining in an online distance learning. The results of the surveys were collected and analyzed using a statistical tool called Pearson's Correlation Coefficient.

Statistical Treatment of the Data

To provide accurate, valid and reliable data, the following statistical tools were used in analyzing and interpreting the important quantitative facts and information that were gathered during the study:

1. **Percentage.** This was utilized to know the percentage of the distribution of the respondents.
2. **Weighted Mean and Standard Deviation.** This was used to know the perception of the respondents on the type of humor used in the online distance learning as to course-related humor, course-unrelated humor, self-disparaging humor and aggressive humor; the perception of the respondents on the teacher's bases of power as to coercive, reward, legitimate, referent, and expert.
3. **Chi-Square Test.** This inferential statistic was used to determine the significant relationship between the type of humor used in an online distance learning and the teacher's bases of power on compliance- gaining.

Scoring Procedure

The levels of agreement among respondents were measured by using the following scale:

Scale	Range	Response Category	Verbal Description
5	4.21-5.00	Always	One strongly favors the statement all the time without any disagreement or doubt.
4	3.41-4.20	Frequently	One favors the statement at a frequent time without any disagreement or doubt.
3	2.61-3.40	Sometimes	One favors the statement without a little disagreement or doubt.
2	1.81-2.60	Seldom	One is not in favor with the statement but with a little agreement.
1	1.00-1.80	Never	One is strongly not in favor with the statement and without a little agreement.

DEFINITION OF TERMS

The following terms are used in this study. Their meanings are:

Compliance- Gaining. It is the process of persuading someone to do what you want them to do despite his aversion.

Humor. It defined as a message whose ingenuity, verbal skill, or incongruity has the ability to make people laugh.

Aggressive Humor. It is the use of humor to denigrate others in order to manipulate them such as teasing, making fun of others, some types of sarcasm, and putting others down.

Course-related humor. It refers to the use of humor related to the topics or subjects being tackled in the class.

Course-unrelated humor. It is the use of humor not related to the subject matter being discussed in the class.

Self-disparaging humor. It is engaging in funny talks with others about things someone doesn't like himself/herself. It could be about his/her appearance, behaviors, habits, etc.

Humor-based Activities. They refer to the activities

that can be used to assess the teacher's humor style and the importance of humor.

Humor Orientation. It refers to a person's understanding of humor.

Perceptions. It refers to the way how an individual understands, perceives and interprets something.

Power. It is the capacity or ability of directing or influencing others' behavior.

Coercive Power. It is based on learners' assumption that if they do not adhere to the teacher's influence attempt, the teacher would punish them.

Expert Power. The students' perception of the teacher's competence and understanding in specific areas gives the teacher expert power.

Legitimate Power. It is usually referred as "assigned" power. The learners' impression of legitimate power is that the teacher has the authority to make specific demands and requests as a result of her or his status as "teacher."

Referent Power. It is based on the desire of the students to identify with and please the teacher. The students' identification with the teacher is the cornerstone of referent power.

Reward Power. It is based on learners' opinion of the teacher's ability to reward them for complying with the teacher's attempt to influence them.

Virtual Learning. It the delivery of knowledge via digital resources.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the various concepts, understandings, and ideas, generalizations or findings, and various developments promulgated by professionals and writers who have distinguished themselves by their scholastic achievements. In this study, the international and local references were utilized to strengthen the analysis and appreciation of the variables being studied.

Related Literature

Humor has a lot of definitions and interpretations. According to Berk (2003), humor and laughter have around 500 definitions, conceptions, notions, or interpretations. Various studies indicate that humor is defined as the ability to amuse or provoke laughter (Berk, 2003). The quality of being amusing or comic, as expressed in literature or speech, is referred to as humor (Oxford University Press, 2022). Humor can also refer to a person's desire and ability to find amusement or comedy in things (Dictionary.com, LLC, 2022). Humor, or the ability to express or perceive what is amusing, serves as a source of entertainment as well as a way of dealing with difficult or unpleasant instances and stressful situations (Psychology Today, 2022).

Previous research on instructional humor in the classroom has shown that it is an effective way to "entertain students, alleviate learning anxiety, build a positive educational climate, and produce an enjoyable learning environment" (Bolkan, Griffin, & Goodboy, 2018). Students' physical and mental abilities are negatively impacted by a mountain of books, a never-ending stream of exams, fierce competition, peer comparisons, and high expectations (Hans, 2022). Students need humor both in the virtual classroom and face-to-face classes more than anybody else. Humor is a therapeutic charm for students struggling to deal with the educational loss and mental health difficulties induced by the Covid-19 pandemic and school closures (Rodov, 2021).

Humor brings teachers and students together and fosters a sense of community (Weimer, 2016). There are types of humor used in the classroom setting namely *self-disparaging humor*, *course-unrelated humor*, *course-related humor*, and *aggressive humor*.

Self-disparaging humor is engaging in funny talks with others about things someone doesn't like

himself/herself (Shawn, 2022). A teacher's attempts to make fun of himself or herself, make fun of his or her personal characteristics, tell personal embarrassing stories, and/or make fun of his or her own abilities or mistakes are referred to as self-disparaging humor (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006). An individual who self-deprecates is aware of their own flaws and weaknesses and is not afraid to discuss them in public. Shawn (2022) stresses that self-disparaging humor allows an individual to cope with unpleasant situations by finding the funny in almost any situation. It aids in the reduction of anxiety and the avoidance of unfortunate circumstances. Hopton, Barling, and Turner (2013) speculated that self-disparaging humor would be perceived as an expression of a leader's values and concern for others, regardless of whether people thought the leader was funny.

In course-unrelated humor, a teacher employs comedic stories, jokes, humorous performance, humorous creative language, comedic media, or humorous external objects that are unrelated to the concepts taught (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006). It is the use of humour that has nothing to do with the course of study but is still used in class (Lewis, 1993).

Course-related humor is the use of humor by a teacher in which he or she uses humorous examples, humorous media or an external object (funny experiment), jokes, humorous performance, humorous role play and exercises, humorous artistic language (puns), and humorous stories that are connected to the classroom discussion (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006). It is humor that links to the objective of teaching and learning or the lecture content (Lewis, 1993). Course-related humor can be used to optimize instruction by reducing boredom and increasing the appeal of the material (Bieg & Dresel, 2018).

Aggressive humor is the use of humor to denigrate others in order to manipulate them such as teasing, making fun of others, some types of sarcasm, and putting others down (Abadi, 2018). It refers to the tendency to express humor without regard for its possible implications on others as well as obsessive expressions of humor in which one makes it difficult to resist the urge to say funny things that are likely to affect or alienate others (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003). Aggressive humor is viewed by the recipient student as unpleasant, insulting, and not at all funny, resulting in irritation and boredom. A teacher's objective should be to prevent and lessen negative emotions while offering high-quality education, hence teachers are better

served employing course-related humor (Bieg, Grassinger & Dresel, 2018).

In both the traditional and virtual classrooms, classroom discipline is a must for effective teaching and learning (Robert, 2006). The key to classroom discipline is students' acceptance and adherence to the power or authority of teachers demonstrating in class; how teachers manage individual and group learning and education circumstances is most important (Hawamdeh, 2013). When teachers engage to their students, they make use of bases of power to get the students' interests and attention.

The work of social psychologists John French and Bertram Raven inspired research on power in the communication discipline ((Goodboy & Goldman 2016). Originally, power was defined as an individual's capacity to affect or change individual's "behavior patterns, viewpoints, perceptions, objectives, needs, beliefs, and all other aspects of the psychological field," according to French, Raven and Cartwright (1959).

Power refers to a teacher's ability to influence a student's well-being in ways that are beyond the student's control (Hurt, Scott & McCroskey, 1978). Power is also defined by Rahim and Afza (1992) as "the ability of one party to influence or control the conduct, attitudes, views, objectives, needs, and values of another party."

Coercive, reward, legitimate, referent, and expert are five potential bases of power identified by French and Raven (1959). A teacher's coercive power is based on a student's anticipation that if he or she does not comply with the teacher's influence attempt, the teacher would punish him or her (McCroskey & Richmond, 1983). The student's perception of the teacher's ability to punish or refrain from punishing determines coercive power (Tauber, 1985).

A teacher's reward power is determined by a student's impression of the extent to which the instructor is in a position to reward her or him for complying with the teacher's influence attempt (McCroskey & Richmond, 1983). Such rewards may include delivering something favorable (positive reinforcement) or removing something undesirable (negative reinforcement).

Students believe that teachers have the authority to impose rules on them ((Tauber, 1985). Legitimate power is also known as "assigned" power. Legitimate power is based on the student's impression that the teacher has the authority to make specific demands and requests as a result of her/his position as "teacher" (McCroskey & Richmond, 1983).

The student's identification with the teacher is the foundation of referent power. Others' desire to be like the person in authority gives rise to referent power. It is based on the desire of the less powerful person (the student) to identify with and please the more powerful person (teacher). The teacher's referent power increases as the student's attraction to and identification with the teacher grows (McCroskey & Richmond, 1983).

Expert power is derived from the student's perception of the teacher's competence and understanding in specific areas. According to French and Raven (1968), the main effect of expert power is a shift in an individual's cognition. Any change in behavior that occurs as a result of that influence is a consequence of that influence.

These five teacher's bases of power have either negative or positive impact to the students. They may comply to the teacher's tasks or not. Students' views of power were more strongly linked to learning than instructors' own reports, proving that power in the classroom is best defined and comprehended from the perspective of the student/receiver (Richmond & McCroskey, 1984).

Nevertheless, instructional humor may have positive effect to the students' compliance-gaining. Compliance gaining refers to interactions in which one person tries to persuade a second person to do something that the second person would not have done otherwise (Wilson, 2015). Both teacher's humor and compliance-gaining are said to have an impact on student outcomes. Appropriate humor combined with compliance-gaining strategies may create a prosocial environment, fostering positive teacher-student contact and relationship (Punyanunt, 2000).

The method in which teachers gain and wield power ultimately determines the efficacy and appropriateness of their influence over their students (Goodboy & Goldman 2016). Teachers and instructors can use a variety of power bases and methods to influence their learners; these decisions have significant consequences for learners and overall learning environments.

Related Studies

Humor is a term, concept, or scenario that, due to its pleasant qualities, it entertains, relaxes, or makes people laugh (Balta, 2016). Humor, like insight, must be expressed and communicated in order to have the intended impact (Miczo, 2019). Humor is an advanced form of communication in and of itself. The use of humor by instructors corresponds to the instructional attitudes and beliefs of students. It has the potential to be a valuable learning resource

(Lovorn & Holaway, 2015). Humor is an excellent approach to engage students in class activities and encourage them to interact without feeling self-conscious (Derakhshan, 2016).

Student task persistence is favorably related to teacher humor (Cheng & Wang, 2015). Several positive student outcomes are associated with humor. Imlawi and Gregg (2014) discovered that appropriate humor increased student engagement and perceived instructor credibility. Sidelinger (2014) revealed that appropriate humor has a favorable relationship with student communication satisfaction. Moreover, appropriate humor, as well as humor that is relevant to the course subject, draws and keeps students' attention, resulting in a more comfortable and effective learning atmosphere (Savage, Lujan, Thipparthi, & DiCarlo, 2017). Appropriate humor elucidates a positive sense of humor by incorporating an attitude or perspective that minimizes classroom tensions (Chabeli, 2008).

Humor can help to create a comfortable learning atmosphere for students, as well as mutual respect and openness between the instructor and the students (McCabe, C., Sprute, K., & Underdown, K., 2017). Humor can also help with the actual delivering of the lesson. The use of humor in the classroom can help students shift their perceptions of the instructor and make them more approachable (Eskey, 2010).

Students' learning is influenced by humor and the pleasant affect it produces through increasing their demands for competence, autonomy, and relatedness (Bolkan and Goodboy, 2015). According to Lomax and Moosavi (2002), humour is a pedagogical method that can be used to engage students and foster concept development. The teacher's capability to articulate intelligent and spiritual expression is demonstrated through humor, which is a great approach to catch attention by appealing to emotion first (Jeder, 2015). Students who have a high level of humor orientation learn more when they are taught by teachers who have a high level of humor orientation (Tunnisa, 2018).

Humor contributes to the development of a modern concept of education known as "edutainment," as well as the development of teaching personas (Tait, Lampert, Bahr, & Bennett, 2015). Edutainment is a term that refers to the combination of education and entertainment. One of the fundamental attributes of a teacher is his or her sense of humor, which he or she conveys to the student (by calling to humor), trust, confidence, relaxation, kindness, but most importantly, a good outlook on life (Jeder, 2015). Teaching is about connections, and humor strengthens the interaction between students and

teachers through building bonds (Savage, Lujan, Thipparthi, & DiCarlo, 2017).

According to Derakhshan (2016), some of the positive effects of humor in the classroom are that the use of humor boosts student engagement and performance; it improves material comprehension; it increases information retention and absorption; students are more motivated to speak in the target language as a result of it; it improves ambiguity tolerance; it bridges the gap between professors and pupils on a psychological level; it fosters participation and innovation; it makes the learning/teaching environment more human; it lengthens the attention span; and it lowers anxiety in both students (who feel comfortable and study while having fun) and teachers (who are no longer afraid of being judged/evaluated by students).

Humor activates a number of physiological processes that reduce stress hormone levels such as cortisol and adrenaline while increasing the activation of the mesolimbic dopaminergic reward system (Mobbs, Greicius, Abdel-Azim, Menon & Reiss, 2003). Humor can also be used as a coping tool, with studies showing that those who perceive the lighter side of things are better equipped to deal with stress (Booth-Butterfield, Booth-Butterfield & Wanzer, 2007). For instance, students that have a stronger proclivity for communicating humor adapt better in difficult conditions. As a result, utilizing humor as a coping technique in the classroom may help students cope with stress and be able to concentrate better and maintain a positive attitude, resulting in a better overall educational experience (Banas, Dunbar, Rodriguez & Liu, 2011).

In the college classroom, appropriate and relevant humor can promote mutual openness and respect, as well as improve overall teaching efficacy. Students in traditional courses frequently claim humor as a major component in their enjoyment of the class (Eskey, 2010). Humor in the classroom is usually used in the traditional classroom. Instructors can utilize planned or spontaneous jokes or share anecdotes to provide humor to a traditional classroom setting.

According to Dormann and Biddle (2006), humor has a good effect on motivation in the learning process because it allows pupils to think creatively while conducting learning activities. Garner (2006) asserted that humor should be integrated into the teaching and learning process, particularly in "dreaded courses," and urged teachers to use humor to improve student learning.

However, in an online distance learning, it needs to be planned ahead of time. Humor in the online

classroom helps to lighten the mood (McCabe, C., Sprute, K., & Underdown, K., 2017). Anderson (2011) discovered that humor improved group cohesion and student connection. Students, particularly online students, dislike the "group work" that many online programs require, therefore any method that aids in the development of student connections would be advantageous (McCabe, C., Sprute, K., & Underdown, K., 2017). Humor can help instructors and students connect and bridge the gap in an online distance learning.

In the online classroom, instructors face an even larger great difficulties when it comes to interacting with students, expressing their personalities, and just being present (McCabe, Sprute, & Underdown, 2017). LoSchiavo and Shatz (2005) found evidence that teacher humor incorporated in the online course significantly increased student interest and involvement in a research to examine the effectiveness of humor in an online psychology course. Goldsmith (2001) discovered that when humor is used in the virtual classroom, students appear to be more fully engaged.

Intentional humor in online classes fosters classroom community, builds student-faculty interactions, strengthens peer-peer relationships, and boosts student engagement (McCartney, 2020).

Intentional humor in online classes fosters classroom community, builds student-faculty interactions, strengthens peer-peer relationships, and boosts student engagement. Humor both in the traditional and virtual classroom encourages students and instructors to interact with one another outside of their assigned roles, creating a true sense of connection (McCartney, 2020). When used correctly, humor can help to establish a nonthreatening learning environment (James, 2004). A teacher with a good sense of humor appears to be more humanistic and likeable, as well as less rigid and aloof (Stuart & Rosenfeld, 1994).

Humor can provide students with a quick "mental break" from an online lecture, and teachers might utilize transitions to explain a concept with topic-related tangents or self-deprecating stories (Shatz, & LoSchiavo, 2006). Moreover, students' comprehension of content provided with wit was found to be higher than students whose teachers did not employ humor (Davies, 2015). According to Neumann, Hood, and Neumann (2009), if a teacher blends humor with immediacy, it will lighten the mood and assist students in the classroom feel less anxious.

Wanzer, Frymier, and Irwin (2010) investigated the

impact of humor in the classroom using Instructional Humor Processing Theory (IHPT).

They claim that the IHPT is a framework that demonstrates how a hilarious message is received cognitively and emotionally in the classroom, as well as how it influences learning. The incongruity-resolution technique contributes the idea that students must recognize an instructor's amusing message as such. According to the theory, the incongruity is first noticed and resolved in the humorous message, after which the incongruous message is viewed as humorous. Finally, learning and retention occur if it is viewed as appropriate humor (Erdođdu & Çakirođlu, 2021).

There are three possible results from an instructor's attempt at humor: (1) students do not perceive the incongruity, therefore failing to perceive humor; (2) students comprehend that a hilarious message has been sent, but are unable to resolve the incongruity, resulting in confusion or aggravation; and (3) students perceive the incongruity and are able to resolve it, increasing the likelihood that the comedy will be appreciated (Miczo, 2019). The potential of good affect to improve student learning is dependent on whether or not the message is cognitively elaborated and completely processed. Meyer (2000) highlights cognition in the incongruity theory, which explains the sensation of incongruity when people see something as a change from reality.

Teacher affective learning, course affective learning, and learning markers are all positively connected to student assessments of the instructor's course content-related humor (Wanzer, Frymier, and Irwin, 2010). Students stated that humor in the classroom had a favorable impact on their learning for those with high or low motivation rather than traditional curriculum (Syafiq & Saleh, 2012). Hackathorn, Garczynski, Blankmeyer, Tennial, and Solomon (2011) discovered that students not only offered positive comments about their instructors who employed humor in the classroom, but they also demonstrated higher success rates and levels of engagement.

Behind a computer screen and keyboard, it is easy to feel lost and invisible, but using humor made these students feel more connected in a meaningful way, which improved their effectiveness in the online classroom (McCabe, C., Sprute, K., & Underdown, K., 2017). Humor has been demonstrated to lower the emotional filter and lessen stress and anxiety (Ivy, 2013). Instructors obviously believed that utilizing humor to draw students' attention, relieve stress, and improve the classroom environment was effective, and students recognized instructors utilize humor to attract attention and relieve stress (White, 2001).

The majority of students supported professors' use of humor in the classroom, believing it to be beneficial to the learning environment (Torok, McMorris & Wen-Chin, 2004). The use of humor in the educational process is a channel for teachers to students in conveying their knowledge because humor may foster better information exchange and a more comfortable classroom environment (Wahyuni & Naim, 2019). Establishing a sense of humor and cultivating a high-quality sense of humor among teachers and students are ways of how school can add value by providing the tools needed to create and maintain wellness, as well as to stimulate ideas, creativeness, positive emotions, and other goals or targets of authentic education (Jeder, 2015).

Instructional humor is integrating humorous, amusing, or comical contexts or situations in classroom instruction to support and facilitate students' interactions and involvement in classroom activities (Wortley & Dotson, 2016). When applied correctly, instructional humor can enhance a student's academic experience while also promoting physiological and psychological well-being (Wortley & Dotson, 2016). Many techniques of integration may be employed by instructors to engage their students, including teacher delivery of humor, inclusion of visual humor via YouTube videos, and proper humor usage, allowing students to acquire and remember more content focused information.

Humor decreases stress, students are more comfortable in the teaching learning process, students communicate well with their teacher, students were more enthusiastic in the teaching learning process, students attendance became encouraged, and students are not tired when the teacher employed humor (Tunnisa, n.d.). Humor is one of the communication tactics that teachers can employ in the classroom to boost their efficacy, and they must be creative and imaginative (Israil, 2017). Teacher-humor styles would enhance the quality of online distance learning while also improving accomplishment through increased learning engagement (Luo & Zhan, 2021).

3. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter presents the data collected and its interpretation in the course of the study. It shows the data that answer the questions raised in the study. This section analyzes, discusses, and interprets the findings. Data presented are the demographic profile of the respondents in terms of age and gender, course and year level; the perception of the respondents on the type of humor used during the virtual learning as to self-disparaging humor, course-unrelated humor, course-related humor and aggressive humor; the

perception of the respondents on the teacher's instructional power as to coercive, reward, legitimate, referent and expert; the significant relationship between the type of humor used in a virtual learning and the teacher's instructional power on compliance-gaining; and the challenges and barriers that learners encountered during virtual learning.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This part of the study shows the demographic profile of the respondents including their age and gender, the campus where the respondents are enrolled, their chosen course and current year level.

Age and Gender

Table 2 shows the demographic profile of the respondents as to their gender and age. It showed that out of 132 respondents, 88 were female and 44 were male. Moreover, most of the respondents were within the age bracket of 21-25 years old. These results implied that there were more young female students than young male students enrolled in the class.

Table 2 Respondents' Age and Gender

Age	Female		Male		Total	
	f	%	f	%	f	%
41 and above	0	0	1	2.27%	1	0.76%
36 - 40	0	0	2	4.55%	2	1.52%
31 - 35	4	4.55%	1	2.27%	5	3.79%
26 - 30	3	3.41%	5	11.36%	8	6.06%
21 - 25	66	75%	32	72.73%	98	74.24%
20 and below	15	17.05%	3	6.82%	18	13.64%
Total	88	100	44	100	132	100

According to a published article entitled "Audience Analysis" from the University of Pittsburgh's Department of Communication (2022), audience analysis, like in teaching, involves determining the learners' profile such as age and gender, and adapting a speech to their interests, level of understanding, attitudes, and beliefs. This is because the efficacy of a teacher will be enhanced if the presentation is designed and executed properly.

According to research on age variations in humor, age-related losses in cognition contribute to diminished humour comprehension (Mak & Carpenter, 2007), and that appreciation may be contingent on possessing the cognitive resources to appreciate the humor (Schaier & Cicirelli, 1976). Individuals can tailor their humor style preferences to their current stage of life (Stanley, Lohani, & Isaacowitz, 2014).

Course

Table 3 presents the profile of the respondents as to their respective courses. Out 132 respondents, 69%

enrolled in Bachelor of Science in Hospitality and Management, 17.42% enrolled in Bachelor of Industrial Technology, 9.09% enrolled in Bachelor of Public Administration, 3.03% enrolled in Bachelor of Sciences in Development Communication, and 1.52% enrolled in Bachelor of Science and Technology Management.

Table 3 Respondents' Courses

Courses	Frequency	Percentage
Bachelor of Science in Hospitality and Management	91	69%
Bachelor of Industrial Technology	23	17.42%
Bachelor of Public Administration	12	9.09%
Bachelor of Science in Development Communication	4	3.03%
Bachelor of Science and Technology Management	2	1.52%
TOTAL	132	100%

Galicia (n.d.) stated that knowing and understanding the learners' profiles takes precedence when deciding whether to use or avoid humor in the class, and this includes determining the respondents' courses so that necessary adjustments in verbal rhetoric that is sensitive to the learners' profiles can be created. It needs comprehensive analysis and exceptional awareness to delve into the communication context since this context reveals a lot about their judgment to use and avoid humor when appropriate. The same sense of humor will not work for everyone. Perhaps, Bachelor of Public Administration students found the jokes funny but not for Bachelor of Industrial Technology students.

Year Level

Table 3 shows the demographic profile of the respondents as to their year level. Six respondents were 4th year students, 116 respondents were 3rd year students and ten respondents were 2nd year students.

Table 4 Respondents' Year Level

Year Level	Frequency	Percentage
4 th Year	6	4.55%
3 rd Year	116	87.88%
2 nd Year	10	7.58%
TOTAL	132	100%

Galicia (n.d.) mentioned that year levels are an important factor to be considered in incorporating humor in the class. He added that for first or second year students, humor may be simpler, however for third or fourth year students, teachers can integrate

more humor in the class because they have a deeper knowledge base.

PERCEPTION OF THE RESPONDENTS ON THE TYPE OF HUMOR USED IN A VIRTUAL LEARNING

This section presents the different types of humor used in a virtual learning. These are self-disparaging humor, course-unrelated humor, course-related humor and aggressive humor.

Table 5 Respondents' Perception on the Type of Humor

Types of Humor	Mean	Standard Deviation	Verbal Description
Self-disparaging Humor	2.572	1.081	Seldom
Course-unrelated Humor	2.412	1.131	Seldom
Course-related Humor	3.122	1.064	Sometimes
Aggressive Humor	2.415	1.147	Seldom

Legend: 1.0-1.80 - Never; 1.81-2.60 - Seldom; 2.61-3.40 - Sometimes; 3.41-4.20 - Frequently; 4.21-5.00 - Always

Table 5 displays the perception of the respondents on the type of humor used in an online distance learning as to self-disparaging humor, course-unrelated humor, course-related humor and aggressive humor. Humor is a term, concept, or scenario that, due to its pleasant qualities, it entertains, relaxes, or makes people laugh (Balta, 2016). Various studies indicate that humor is defined as the ability to amuse or provoke laughter (Berk, 2003). The quality of being amusing or comic, as expressed in literature or speech, is referred to as humor (Oxford University Press, 2022).

Humor can help to create a comfortable learning atmosphere for students, as well as mutual respect and openness between the instructor and the students (McCabe, C., Sprute, K., & Underdown, K., 2017). Humor can also help with the actual delivering of the lesson. The use of humor in the classroom can help students shift their perceptions of the instructor and make them more approachable (Eskey, 2010).

Self-disparaging Humor

According to Collins Dictionary, self-disparaging humor is the use of humor by criticizing or representing oneself as foolish in a light-hearted way. Self-disparaging humor is engaging in funny talks with others about things someone doesn't like himself/herself (Shawn, 2022). A teacher's attempts to make fun of himself or herself, make fun of his or her personal characteristics, tell personal embarrassing stories, and/or make fun of his or her

own abilities or mistakes are referred to as self-disparaging humor (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006).

Table 6 Respondents' Perception on Self-Disparaging Humor

Types of Humor	Mean	Standard Deviation	Verbal Description
Self-disparaging Humor	2.572	1.081	Seldom

Based on the result of the survey from 132 respondents, self-disparaging humor has a mean of 2.572 which means it is "seldom" used in the class. Self-disparaging humor is humor directed toward the teacher himself/herself (Tsukawaki & Imura, 2020). In self-disparaging humor, the teacher focused on making fun of himself, and in the final, the teacher utilized humor in response to the students' responses on the spur of the moment (Tunnisa, 2018). Wanzer, Frymier, & Irwin (2010) found a positive relation between self-disparaging humor and learning. In addition, self-disparaging humor was found to have a positive relationship with students' intrinsic motivation (Bieg & Dresel, 2013). Nevertheless, self-disparaging humor might jeopardize the teacher's credibility (Alatalo & Poutiainen, 2016).

Course-unrelated Humor

In course-unrelated humor, a teacher employs comedic stories, jokes, humorous performance, humorous creative language, comedic media, or humorous external objects that are unrelated to the concepts taught (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006). It is the use of humour that has nothing to do with the course of study but is still used in class (Lewis, 1993).

Table 7 Respondents' Perception on Course-Unrelated Humor

Types of Humor	Mean	Standard Deviation	Verbal Description
Course-unrelated Humor	2.412	1.131	Seldom

The result showed that course-unrelated humor has a mean of 2.412. It is "seldom" utilized in the class. For course-unrelated humor, it is not related to the learning or classroom development but the teacher utilized innovative words to elicit laughter in the class (Tunnisa, 2018).

Bieg and Dresel (2018) discovered a negative relationship between course-unrelated humor and learning, but Wanzer, Frymier & Irwin (2010) discovered no such relationship.

Course-related Humor

Course-related humor is the use of humor by a

teacher in which he or she uses humorous examples, humorous media or an external object (funny experiment), jokes, humorous performance, humorous role play and exercises, humorous artistic language (puns), and humorous stories that are connected to the classroom discussion (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006). It is humor that links to the objective of teaching and learning or the lecture content (Lewis, 1993).

Table 8 Respondents' Perception on Course-Related Humor

Types of Humor	Mean	Standard Deviation	Verbal Description
Course-related Humor	3.122	1.064	Sometimes

As what the result showed, course-related humor is "sometimes" employed in the class. It has a mean of 3.122. According to Bieg and Dresel (2018), instructors can use course-related humor to increase student learning in the classroom. Moreover, Bieg, Grassinger, and Dresel (2019) showed in longitudinal research that "course-related humor" led to an increase in positive affect (enjoyment) and a decrease in negative affect (boredom and anger). According to Suzuki and Heath (2014), course-related humor, such as appropriate humor videos, aids students in recognizing lecture information.

Aggressive Humor

Aggressive humor is the use of humor to denigrate others in order to manipulate them such as teasing, making fun of others, some types of sarcasm, and putting others down (Abadi, 2018). It refers to the tendency to express humor without regard for its possible implications on others as well as obsessive expressions of humor in which one makes it difficult to resist the urge to say funny things that are likely to affect or alienate others (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003).

Table 9 Respondents' Perception on Aggressive Humor

Types of Humor	Mean	Standard Deviation	Verbal Description
Aggressive Humor	2.415	1.147	Seldom

The result of the study showed that aggressive humor is "seldom" used in the class with a mean of 2.415. Aggressive humor is viewed by the recipient student as unpleasant, insulting, and not at all funny, resulting in irritation and boredom. A teacher's objective should be to prevent and lessen negative emotions while offering high-quality education, hence teachers are better served employing course-related humor (Bieg, Grassinger & Dresel, 2018).

PERCEPTION OF THE RESPONDENTS ON THE TEACHER'S INSTRUCTIONAL POWER

Presented in this section of the study is the perception of the respondents on the teacher's instructional power as to reward power, coercive power, expert power, legitimate power and referent power.

Table 10 Respondents' Perception on the Teacher's Instructional Power

Teacher's Instructional Power	Mean	SD	Verbal Description
Coercive Power	2.886	1.016	Sometimes
Reward Power	2.913	0.989	Sometimes
Legitimate Power	3.249	0.989	Sometimes
Referent Power	2.955	1.094	Sometimes
Expert Power	3.383	1.021	Sometimes

Table 6 illustrates the respondents' perception on the teacher's instructional power as to reward, coercive, expert, legitimate and referent. Power refers to a teacher's ability to influence a student's well-being in ways that are beyond the student's control (Hurt, Scott & McCroskey, 1978). Power is also defined by Rahim and Afza (1992) as "the ability of one party to influence or control the conduct, attitudes, views, objectives, needs, and values of another party." Coercive, reward, legitimate, referent, and expert are five potential bases of power identified by French and Raven (1959). Teachers' power is visible when they communicate and act in ways that influence students' achievement of targeted individual and class goals (Schrodt, Witt & Turman, 2007).

Coercive Power

A teacher's coercive power is based on a student's anticipation that if he or she does not comply with the teacher's influence attempt, the teacher would punish him or her (McCroskey & Richmond, 1983). The student's perception of the teacher's ability to punish or refrain from punishing determines coercive power (Tauber, 1985).

Table 11 Respondents' Perception on the Teacher's Coercive Power

Teacher's Instructional Power	Mean	SD	Verbal Description
Coercive Power	2.886	1.016	Sometimes

The result of the study showed that coercive power is "sometimes" used in the class. It has a mean of 2.886. Threats of punishment are being communicated by teachers in order to ensure compliance and conformity. Students' awareness of the teacher's potential to penalize them through grade penalties, being scolded or disciplined in front of their peers, or losing favor with the teacher displays coercive power (Schrodt, Witt & Turman, 2007).

Reward Power

A teacher's reward power is determined by a student's impression of the extent to which the instructor is in a position to reward her or him for complying with the teacher's influence attempt (McCroskey & Richmond, 1983). Such rewards may include delivering something favorable or removing something undesirable.

Table 12 Respondents' Perception on the Teacher's Reward Power

Teacher's Instructional Power	Mean	SD	Verbal Description
Reward Power	2.913	0.989	Sometimes

Based on the result, with a mean of 2.913, reward power is "sometimes" used during the class session. Reward power is the use of positive reinforcements or negative reinforcements, which are the elimination of bad consequences, to produce rewards. Students' self-perceptions of empowerment were positively influenced by reward power. Furthermore, reward power will help students improve their low levels of self-competency by encouraging them and giving them the perception that they can excel academically. Students will remain inspired, excited, captivated, and involved in school if they are motivated (Chory-Assad, 2002).

Psychological incentives, such as receiving affirmation from the teacher, and relational rewards, such as being commended by the teacher in front of one's students, are examples of reward power (Diaz, Cochran & Karlin, 2016). Students may be more willing to accept the teacher's instruction and authority in the course if they believe the teacher has the ability to deliver such rewards.

Legitimate Power

Legitimate power is also known as "assigned" power. Legitimate power is based on the student's impression that the teacher has the authority to make specific demands and requests as a result of her/his position as "teacher" (McCroskey & Richmond, 1983). Students believe that teachers have the authority to impose rules on them (Tauber, 1985).

Table 13 Respondents' Perception on the Teacher's Legitimate Power

Teacher's Instructional Power	Mean	SD	Verbal Description
Legitimate Power	3.249	0.989	Sometimes

The result revealed that legitimate power has a mean of 3.249 and is "sometimes" used in the virtual class. The teacher's assigned academic role or position gives him or her legitimate power. Legitimate power has the sense of absolute power, which cannot be questioned by a figure of authority (Diaz, Cochran &

Karlin, 2016). It is understandable that relationships between students and teachers are not established on absolute authority, but rather on a power hierarchy.

Referent Power

The student's identification with the teacher is the foundation of referent power. Others' desire to be like the person in authority gives rise to referent power. It is based on the desire of the less powerful person (the student) to identify with and please the more powerful person (teacher).

The teacher's referent power increases as the student's attraction to and identification with the teacher grows (McCroskey & Richmond, 1983).

Table 14 Respondents' Perception on the Teacher's Referent Power

Teacher's Instructional Power	Mean	SD	Verbal Description
Referent Power	2.955	1.094	Sometimes

It is shown on the result of the study that referent power has a mean of 2.955 and is "sometimes" used by the teacher in the class. Fostering relationships and interacting with students on a meaningful level cultivates referent power. Students may be more susceptible to the teacher's influence and ideas if they admire the teacher or regard them as someone with whom they want to be affiliated. The teacher's ability to affect a student is therefore determined by the student's high respect for the teacher (Schrodt, Witt & Turman, 2007). When teachers practice shared control, trust, and intimacy, students are driven, want to please the instructor, take extra courses from them, and are more likely to refer the instructor to friends (Diaz, Cochran & Karlin, 2016).

Expert Power

Expert power is derived from the student's perception of the teacher's competence and understanding in specific areas. According to French and Raven

(1968), the main effect of expert power is a shift in an individual's cognition. Any change in behavior that occurs as a result of that influence is a consequence of that influence.

Table 15 Respondents' Perception on the Teacher's Expert Power

Teacher's Instructional Power	Mean	SD	Verbal Description
Expert Power	3.383	1.021	Sometimes

The result of the study showed that with a mean of 3.383, expert power is "sometimes" utilized by the teacher in virtual class sessions. Expert power refers to a teacher's ability and subject-matter expertise. According to Schrodt, Witt & Turman (2007), expert power is typically characterized as the teacher's ability to influence students as a result of the students' perception of the teacher as an expert educator with superior intellectual mastery of the course material. Expert power was seen by students as teachers who could thoroughly explain things and take their time in the class discussing the topics clearly. Students are more concerned with teachers elaborating on what is being taught than with their depth of material knowledge. Teachers who provide precise and detailed instructions are highly regarded.

SIGNIFICANT RELATIONSHIP BETWEEN THE TYPE OF HUMOR AND THE TEACHER'S INSTRUCTIONAL POWER ON LEARNER'S COMPLIANCE-GAINING

Presented in this section was the significant relationship between the type of humor as to self-disparaging humor, course-unrelated humor, course-related humor and aggressive humor; and the teacher's instructional power as to reward, coercive, expert, legitimate and referent.

Their significant relationship was calculated and analyzed using the Chi-Square Test.

Table 16 Significant Relationship between the Type of Humor and the Teacher's Instructional Power on Learner's Compliance-gaining

HUMOR TYPE * POWER Crosstabulation								
		TEACHER'S INSTRUCTIONAL HUMOR						
		Reward	Coercive	Expert	Legitimate	Referent	Mix	Total
TYPE OF HUMOR	Self- disparaging Humor	2	0	0	2	2	10	16
	Course- unrelated Humor	1	1	3	2	1	3	11
	Course- related Humor	4	5	24	7	5	17	62
	Aggressive Humor	0	2	2	2	3	5	14
	Mix	3	2	4	1	3	16	29
	Total	10	10	33	14	14	51	132
Chi-Square Tests								
Value	df	p value						
25.990 ^a	20	0.166						

Table 16 shows the significant relationship between the type of humor and the teacher's instructional power.

Chi-Square Test is used when establishing relationship between two nominal variables. In this study, the nominal variables were the types of humor and the teacher's instructional power. The test tried to validate if a certain humor type is associated with a power. The results showed that based on the p value of 0.166, there is no significant relationship between the type of humor and the teacher's instructional power. It denotes that the type of humor is not indicative of the type of power exhibited by teachers, as far as the data of the study is concerned. Thus, reject the null hypothesis.

CHALLENGES AND BARRIERS THAT LEARNERS ENCOUNTERED DURING VIRTUAL LEARNING

This section presents the challenges and barriers that learners faced during virtual learning. The sudden shift from face-to-face classes to virtual learning brought by COVID-19 pandemic has negatively affected the means of learning among students.

Table 17 Respondents' Common Challenges and Barriers Encountered

Learners' Challenges and Barriers (n=132)	Frequency	Percentage
Internet Connection Problem	125	94.50%
Financial Problem	110	83.33%
Lack of Gadgets	68	51.52%
Time Constraints	20	15.15%
Too much activities or assignments	10	7.58%
Sudden Power Interruption	56	42.42%
Noisy Environment	17	12.88%
No Access to Material	15	11.36%

Table 17 shows the different challenges and barriers that the learners encountered during virtual learning. Students mentioned about internet connection problem, financial problem, lack of gadgets, time constraints, too much activities, sudden power interruption, noisy environment and have no access to relevant material.

125 out of 132 respondents had a big problem with their internet connection. The supertyphoon Odette happened last December 16, 2021 made the situation both for students and teachers more difficult and complicated. Internet facilities were severely damaged and it took time before they were fixed. When the classes started again, many students had difficulties in accessing the internet. Stable and reliable internet connection is very important to have a smooth virtual learning. Internet usage and increased online connectivity will pave the way for new kinds of social interaction and information access (Swicord, Chancey & Brice- Davis, 2013). However, students would feel hesitant to interact and participate in the online learning due to their internet connectivity problem and this may lead to students' isolation and alienation (Rasheed, Kamsin & Abdullah, 2020). According to Safford & Stinton (2016), students have issues connecting to the internet in their online component, and their online activities are hampered by slow internet.

83.33% of the respondents had faced financial problem. Most of the students used mobile data in attending to their online classes. Google Meet or Zoom consumed much mobile data. Unfortunately,

mobile data were too costly. Students could not afford to buy mobile data every day. Browsing, uploading, modifying, and sending files to various e-platforms are all part of online learning. With smartphones being the most common way for students to access online information, the additional cost of purchasing data bundles was a considerable burden (Ouma, 2021). As a result, they were absent in their online classes. Budiman (2020) discovered that access to online learning utilizing the Zoom cloud meeting apps used 5.02 Mb of internet data per minute for a meeting lasting 40 minutes and 13.66 Mb for a meeting lasting 60 minutes (1 hour). The top providers of mobile data in the Philippines are Globe Telecom and Smart Communications. The most popular promo for Globe Telecom mobile data is GoSurf 50 with 2 GB data allocation (Globe, 2021). This is only good enough for less than two hours online class. Furthermore, lack of gadgets is associated with financial problem. 51.52% of the respondents had no better gadgets for their online classes. Their devices either froze or took time to open the apps. Online apps and files are heavy for the low-end smartphones. Gadgets with better features are expensive. Parents could not afford to buy them. Due to an unprecedented economic closure, financial difficulties for disadvantaged families have begun to escalate during the outbreak (Adle, 2020).

Online classes require better features and specifications of the devices so that classes will go smoothly. Most students do not have all of the online gadgets they need to learn, which have expanded the

technology gap among students and created a sense of deprivation owing to less digital opportunities (Noor, Ali & Husnine 2020). Many students use smartphones to attend their online classes. However, smartphones were largely unsuitable for online learning due to their incompatibility with the technologies that students were expected to use in the class (Rifiyanti, 2020). They also have a limited capacity of memory on their smartphones to install and download instructional apps and resources (Agung, Surtikanti & Quinones, 2020).

Time constraint is a term that refers to a variety of factors that limit the amount of time that projects can be completed, such as deadlines, workload management, and resource allocation (Teamhood, n.d.). The study revealed that 15.15% of the respondents had difficulty on accomplishing their tasks on time. One of the most significant changes is the time component. The study schedule has been altered. The schedules and routines that were followed are no longer the same (Susilana, Hutagalung & Sutisna, 2020). The timing of learning will have an impact on both students' and teachers' smooth transition to online learning patterns (Kats, 2010).

7.58% of the respondents mentioned about having too many activities or assignments. Students complained that the enormous volume of assignments frequently came with insufficient and ambiguous instructions. Sundarasen, Chinna, Kamaludin, Nurunnabi, Baloch, Khoshaim, Hossain & Sukayt (2020) revealed that the excessive amount of assignments assigned by teachers had a significant impact on the students' stress and anxiety levels. Moreover, 11.36% of the respondents said that they had no access to appropriate material. Some teachers have a tendency to give more assignments rather than providing material plus explanations that are becoming increasingly limited, less thorough, and non-interactive (Susilana, Hutagalung & Sutisna, 2020). 42.42% of the respondents indicated sudden power interruption as a barrier for their online learning. Power interruptions have been a challenge since the pre- COVID-19 pandemic period. Power outages during online classes are an unavoidable issue in virtual classroom setups (Castillo, 2020). According to Verawardina, Asnur, Lubis, Hendriyani, Ramadhani, Dewi, Darni, Betri, Susanti & Sriwahyuni (2020), students in deep rural areas find it challenging to stay connected to online learning owing to power outages.

Whereas, 12.88% of the respondents complained about having noisy environment. Noise is described as undesired sound that has the potential to harm a

person physically such as hearing loss and mentally such as frustration and nuisance (Buchari & Matondang, 2017). Background noises are a source of frustration for students in many homes across the country. Previous research has indicated that noise has a negative impact on children's academic performance, including decreased memory, motivation, and reading ability. Moreover, these noises contribute to unhealthy learning environments and put students at jeopardy in terms of cognitive, academic, and professional development (Diacio, 2014). Creating a pleasant and conducive learning environment has always been a challenge in a virtual learning, particularly for most disadvantaged families (Baticulon, Alberto, Baron, Mabulay, Rizada, Sy, Tiu, Clarion, & Reyes, 2020).

4. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and recommendations which may serve as guide for teachers, administrators, supervisors and other constituents.

SUMMARY

The study aimed to assess the effectiveness of instructional humor on learner's compliance-gaining in a virtual learning at Cebu Technological University (CTU) - Main Campus, Cebu Technological University - Carmen Campus and Cebu Technological University- Tabogon Extension Campus during the Academic Year 2021-2022, for a humor-based activity plan. Overall, there were 132 respondents in which 40 respondents were from CTU - Main Campus, 50 respondents were from CTU - Carmen Campus, and 42 respondents were from CTU - Tabogon Extension Campus.

Google form was used in gathering the necessary data regarding the respondents' demographic profile as to age and gender, course, and year level; respondents' perception on the type of humor used in a virtual learning as to self-disparaging humor, course-unrelated humor, course-related humor and aggressive humor; their perception on on the teacher's instructional power as to reward power, coercive power, expert power, legitimate power and referent power; and the challenges or barriers the respondents encountered during virtual learning. Moreover, respondents were asked the various challenges and barriers they encountered during their virtual learning. In analyzing and interpreting the gathered data, statistical tools such as percentage, mean, standard deviation, and Chi-square test were utilized.

FINDINGS

A total number of 132 respondents were surveyed for

this study. 88 respondents were female and 44 respondents were male. The majority of the respondents were aged 21-25 years old, representing 74.24% of the total respondents. Respondents took different courses namely Bachelor of Science in Hospitality and Management, Bachelor of Industrial Technology, Bachelor of Public Administration, Bachelor of Science in Development Communication, and Bachelor of Science and Technology Management. 69% of the respondents took Bachelor of Science in Hospitality and Management. 116 out of 132 respondents were in 3rd year level.

Most of the respondents perceived that self-disparaging humor, course-unrelated humor and aggressive humor were “seldom” used in the virtual classes with a mean of 2.572, 2.412 and 2.415, respectively. Whereas, course-related humor with a mean of 3.122 was “sometimes” used in the online classes. Respondents recognized that teacher’s instructional power as to reward power, coercive power, expert power, legitimate power and referent power were “sometimes” employed in the virtual learning.

Additionally, the study found out that respondents encountered various challenges and barriers during their virtual learning. Some challenges and barriers they mentioned were internet connection problem, financial problem, lack of gadgets, time constraints, too much activities or assignments, sudden power interruption, noisy environment and no access to material. 94.50% of the respondents experienced slow or intermittent internet connection. On the other hand, 83.33% of them faced financial problems. Thus, 51.52% of the respondents mentioned that they were lacking of gadgets necessary for the online classes.

CONCLUSION

Based on the aforementioned findings of the study, it is concluded that students’ perception on the type of humor and teacher’s instructional power varied. They perceived that course-related humor was the most utilized type of humor used by the teachers in the class. Course-related humor helped to enhance the class instruction and student learning by minimizing boredom and making the discussion more appealing. All teacher’s instructional power were “sometimes” used by the teachers in the virtual classes. The use of power in the class was necessary for the students to obey on teacher’s demand and tasks. With the integration of instructional humor and the teacher’s instructional power, it was slightly significant on learner’s compliance-gaining. Nevertheless, the challenges and barriers that the students encountered during their virtual learning hindered them to comply the various learning activities and tasks on time. It

was also found out that there was no significant relationship between the type of humor and the teacher’s instructional power.

RECOMMENDATIONS

Based on the findings and drawn conclusion, the following are highly recommended:

1. Further studies should be conducted in order to validate the findings of this study in different contexts. Doing so will generate new outcomes.
2. The school administration, in collaboration with the local government unit, should work together to support and provide the necessary tools for virtual learning to eligible students from low-income households.
3. The output of this study, which comprises of humor-based activity plan, can be utilized to assess the teacher’s humor style.

5. OUTPUT OF THE STUDY

This chapter covers the output of the study and provides an answer to the question of what humor-based activity program can be proposed.

HUMOR-BASED ACTIVITY PROGRAM

Rationale

The COVID-19 pandemic has prompted educational institutions to rely on online learning platforms to keep students educated. It can be difficult for both new and experienced teachers to keep students focus on their tasks, to engage on learning, and to be interested throughout the duration of a lesson in the virtual learning. Nevertheless, humor is an important element in the online classroom that makes the class discussion more interactive and less boring. It has the potential to help students focus in the lessons. Humor is a positive educational tool that promotes laughter while learning in the class. Using humor in the virtual classroom in a meaningful and relevant manner promotes learning. Maximizing learning refers to the goal of providing more opportunities for students to practice, utilize, and/or understand the language in the classroom (Ramirez, 2013).

However, humor has negative qualities such as mockery, stereotyping, scorn, derision, and contempt that can humiliate and dehumanize students. Some teachers are unaware that their humor-related themes are already demeaning and demotivating their students. Negative and aggressive humor directed at students generates an unpleasant and disturbing learning atmosphere, decreases students' interest and involvement in the class, and prevents the teacher from assessing the class (Banas, Dunbar, Rodriguez & Liu, 2011). Using humor to manipulate a specific person, group, gender, or race expressions degrade people who are being targeted. Thus, teachers must

clearly comprehend the type of humor they employ in the classroom.

Objectives

The objectives of these humor-based activity program are to identify the teacher’s humor style through workshop activities, to help teachers understand the importance of humor in the virtual classroom and to determine the various issues students encountered and how to address them. Knowing the teachers’ own humor-style will help them know their boundaries in

utilizing humor in the class. Many behaviors are influenced by humor styles, including the relationships that teachers have with their students and their traits (Asilioglu, 2021). Humor is already known to be beneficial in the students’ learning.

Scheme of Implementation

A copy of the proposed humor-based activity plan will be presented to school administrators and faculty members in order to elicit the upsides and downsides of utilizing humor in the learning process.

Humor-based Activity Plan

Areas of Concerns	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1 Inadequate Professional Development Training	To strengthen the professional development skills of the teachers especially when it comes to latest technology and to integrate humor in the classroom.	Teachers must undergo professional development training periodically.	Expert Trainers Teachers School Administrators	50,000	MOOE	Once every six months (June & December)	Teachers will be equipped with the necessary skills which include integrating humor for teaching in the 21 st century.		
2 Inadequate Technological Equipment and Devices	To determine the main reason why technology is not widely employed in education and learning	Technological equipment and devices must be utilized in the classroom.	Teachers School Administrators	300,000	MOOE	June-July	Availability of the essential equipment and devices for teaching and learning		
3 Not Conducive Learning Environment Caused by Noisy Surrounding, Slow Internet Connectivity & Sudden Power Interruption	To identify the various learning barriers among students in a virtual learning.	Establishing a study space equipped with reliable internet connection and a back-up generator in case of a power outage is a great help for students.	Local Government Unit Non-government Unit School Administrators	500,000	LGU Fund or NGO Fund	August to May	Students will be able to study in a nurturing and conducive learning environment		
	To identify	Providing	School	1,500,000	LGU	August	Students		

4	Learners' Financial Issues	the different causes of financial issues among students; To distinguish ways to resolve the issues.	monthly stipend or grant to under-privileged but deserving students allows them to focus on their studies.	Administrators Local Government Unit NGOs Teachers Learners	00	Fund NGOs Individual or Company Entities	to May	will be able to continue their studies without having to worry about meeting their financial obligations at school.		
5	Philosophical Barriers as to Teachers' Preferred Teaching Strategies	To determine how philosophical barriers affect teachers' preferred teaching strategies.	Modification of attitudes, beliefs and preferences towards teaching strategies	Teachers Learners	NONE	NONE	August to May	Teachers have a positive attitude toward integrating humor into their lessons.		
6	Inadequate Time Allocation for School Activities and Learners' Heavy Workload	To distinguish the reasons of students for not being able to finish their activities on time.	Allocating tasks that is feasible for students to finish on time without affecting their mental health and personal time.	Teachers Learners School Administrators	NONE	NONE	August to May	Students will have sufficient time to complete all of their assigned tasks before the deadline.		

HUMOR-BASED ACTIVITIES

Humor-based Activity No. 1: Knowing the Teachers' Humor-Style

1. **Goal:** To determine the teachers' own humor-style.

2. **Objectives:**

- At the end of activity, the teachers will be able to
 1. Determine the four various styles of humor;
 2. Distinguish their own humor-style;
 3. Explain about particular characteristics for four various humor styles.

3. **Instructional Materials Needed:**

- Handouts & a PowerPoint presentation on the four various styles of humor;
- A computer & a projector;
- Handouts containing different words related to humor ;
- Humor checklist worksheets;

Procedures:

1. The trainer will present and explain the different humor styles using the PowerPoint presentation.
2. Handouts with various words connected to humor styles will be distributed to the participants. They must encircle the terms that best represent their characters.
3. Additionally, the humor checklist worksheets will be given to the participants. They must read a series of statements for four different types of humor styles and check the ones that apply to them.
4. After answering the humor checklist worksheets, the trainer will ask about their opinions or experiences on the said activity.
5. Participants will be grouped according to their humor styles. Each group will be given a handout including information about the strongest humor-style they possess.
6. One member of each group will read the description of each humor-style they possess and share his/her experiences in relation that humor-style.

Humor- based Activity No. 2: The Importance of Humor in the Classroom

1. Goal: To determine the importance of humor in the classroom and how it influences learning.

2. Objectives:

- At the end of the activity, teachers will be able to:
 1. Share their viewpoints on the importance of humor in the classroom;
 2. Scrutinize the importance of various styles of humor in the students’ learning.

3. Instructional Materials Needed:

- Quotes about humor;
- Index cards with the humor scenarios;
- Manila paper and pen marker;

4. Procedures:

1. Participants will be given 10 minutes to read four quotes regarding humor in the classroom and share their viewpoints about these quotes.
2. They will be divided into three to five groups depending on the number of the participants. They have to discuss the importance of humor in the classroom with their assigned group. Additionally, each group will create a poster outlining their ideas about what types of humor promote and hinder students’ learning. The poster will be posted on the board.
3. Following a discussion of different types of humor, each group will choose a scenario card. They have 15 minutes to brainstorm and prepare for their role-play, which will be centered on the scenario card. They will present their role-playing to the rest of the group.
4. After the role-play, participants will discuss their thoughts on what type of humor style was conveyed in each scenario by utilizing the handouts of various humor types. They will then return to their posters posted on the wall. One of the members will describe the poster’s concept.

Instructional Materials:

List of the Words Related to Humor

(Taken from Ramirez (2013). Humor in the Classroom)

Parody	Humanizing	Sarcasm
Ridicule	Inclusive jokes	Slapstick
Tragedy	Pessimism	Inspiration
Dark humor	Innocent	Warmhearted
Clowning	Irony	Coldhearted
Entertaining	Games	Cynical
Wordplay	Laughter	Naive

Humor Checklist Worksheet

(Taken from Loomans & Kolberg (2002). *The laughing classroom: Everyone's guide to teaching with humor and play.*)

Are you a Joy Master?

Use the following checklist to determine your Joy Master skills.

- ___ 1. I bring joy and inspiration to my students.
- ___ 2. My humor is inclusive and brings those around me closer.
- ___ 3. Although far from naïve, I have a healthy, internalized "second innocence."
- ___ 4. My students feel better about themselves after spending time in my classroom.
- ___ 5. My playfulness is full of affirmation and acknowledgement of others.
- ___ 6. I am able to ignite faith, hope, and a sense of optimism in my classroom.
- ___ 7. My sense of humor has a healing effect on those around me.
- ___ 8. My sense of humor expands the minds of those around me.

If you have checked five or more of the statements, congratulations! As a Joy Master, you know how to take humor to its highest form! As a role model, your warm sense of humor will be an inspiration to others.

Are you a Joke Maker?

Use the following checklist to determine your Joke Maker skills.

Positive Traits

- ___ 1. I frequently entertain students with my clever wit.
- ___ 2. I often try to help my students lighten up.
- ___ 3. When I tell a good story in my classroom, you can hear a pin drop!
- ___ 4. I enjoy clever wordplay with my students.

Negative Traits

- ___ 5. My jokes can be off-color or insulting at times.
- ___ 6. I am sometimes sarcastic or satirical in my instructional style.
- ___ 7. My humor has a tendency to be self-deprecating.
- ___ 8. My humor often has a judgmental or critical edge.

If you have checked three or more checks in either category, you are probably a jovial Joke Maker. Challenge yourself to turn negative traits into positive ones that will bring a smile to everyone's face.

Are you a Fun Meister?

Use the following checklist to determine your Fun Meister skills.

Positive Traits

- ___ 1. I am considered to be an expressive and funny teacher.
- ___ 2. I use lots of gestures and movement when I am teaching to keep my students' attention.
- ___ 3. I am a natural imitator, and my students often ask me to imitate someone or something.
- ___ 4. I easily and often evoke hearty laughter from my students.

Negative Traits

- ___ 5. My humor style sometimes takes a twist and involves ridiculing others.
- ___ 6. Sometimes my mimicry becomes cruel and or humiliating.
- ___ 7. My sense of humor can lead toward the morbid, making light of tragedy and suffering.
- ___ 8. I sometimes regret making humorous and biting comments.

If you have three or more checks in either category, you are definitely a frolicking Fun Meister. Challenge yourself to turn the negative traits into positive ones that can be appreciated by all!

Are you a Life Mocker? Use this checklist to determine if you are a Life Mocker.

- ___ 1. I tend to intimidate students with my sharp tongue and cynicism.
- ___ 2. My humor is cold and biting.
- ___ 3. I am pessimistic about life and can quickly find fault with any situation.
- ___ 4. I am often sarcastic in my day-to-day interactions with students.
- ___ 5. I am well respected, but not well liked.
- ___ 6. I don't express affection nor do I give compliments in my classroom.
- ___ 7. My humor is usually exclusive, intended to divide others through the method of one-upmanship.
- ___ 8. I tend to feel superior and have been told that my humor is degrading.

If you have checked five or more of the statements, beware! What you may consider a "sense of humor" is really your method of lashing out at and hurting others. Take time to analyze what messages you are giving to yourself about the world and your place within it. Look at the positive qualities of the Joy Master, Fun Meister, and Joke Maker to see if they can help you become lighter and more loving toward yourself and others.

Handouts on Different Humor Styles Descriptions

(Taken from Loomans & Kolberg (2002). The laughing classroom: Everyone's guide to teaching with humor and play.)

JOY MASTER



You can identify Joy Masters by the lightness of their step. Bounding into rooms, they bring with them a sense of positive expectancy. They light up the places they enter, and they usually have a smile for everyone. Joy Masters take humor and play to their highest forms and use them to heal, affirm, uplift, and inspire others. The joy that Joy Masters impart is infectious. They rise above the doom and gloom projected by others. They laugh for the sheer joy of laughing and have the ability to bring a ray of hope into seemingly hopeless situations. They believe the world is out to do them good and have learned to transform the pain and disappointment of life into positive learning experiences. When Joy Masters add their traits to the positive traits of a Fun Meister, they engage in high-level play and merriment. They are always good sports and wouldn't consider playing a "practical joke" in case it might inadvertently hurt someone. When their traits combine with the positive traits of a Joke Maker, they are clever and witty wordsmiths who see humor as a way of teaching and reaching.

FUN MEISTER



Fun Meisters are highly entertaining. They know how to have a rollicking good time, and want to include you in it. They see the potential for fun in almost every situation, but would never be socially inappropriate just to get a laugh. Fun Meisters are bold with their humor and laugh loudly and unselfconsciously. They are not afraid to slap their knees or buckle over with laughter. They are usually the life of a party. They never laugh "at" people but "with" them. They giggled a lot as children and find it easy to get down on the floor and play with them. They are everyone's favorite aunt or uncle. When their positive qualities include the qualities of a Joy Master, Fun Meisters engage in playful, slapstick antics. Many take up clowning as a profession or a hobby. When Fun Meisters adopt the negative qualities of a Life Mocker, their fun turns against people and becomes degrading and cruel and takes the form of poking fun at and humiliating others.

JOKE MAKER

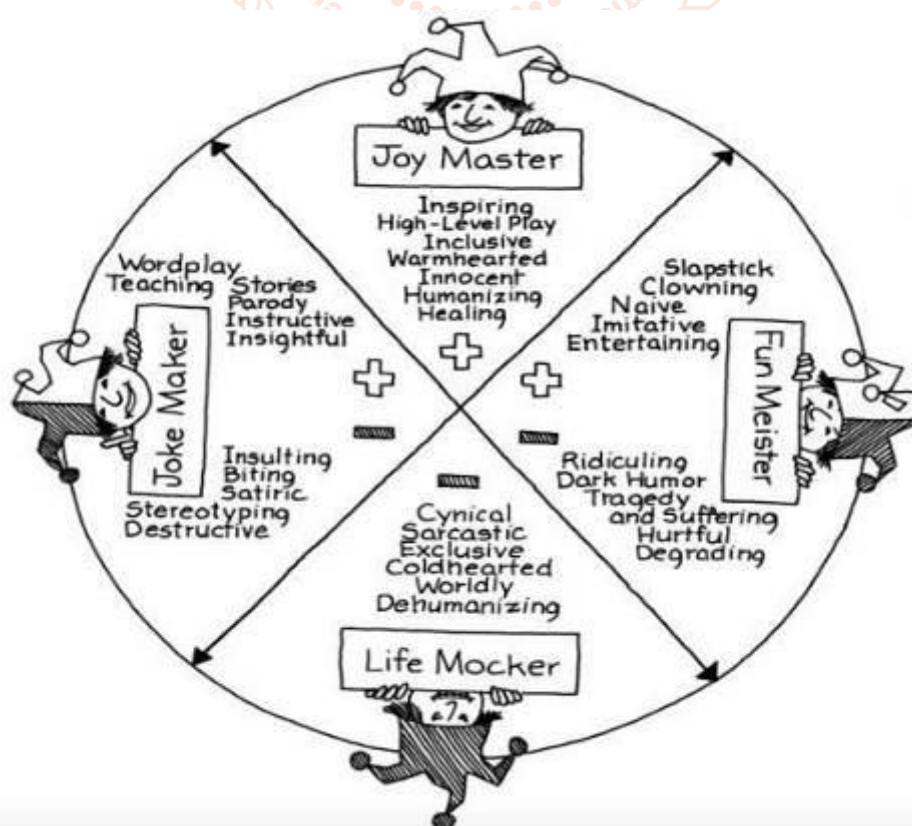


Joke Makers remember punch lines and know how to weave funny tales that have others wiping away tears of laughter. Their comic timing is impeccable. They have an uncanny ability to use their voice in strange and humorous ways and are good imitators. Joke Makers like to create funny stories based on their experiences. They pride themselves on being able to see the humor in even their most difficult lessons. You can always rely on a Joke Maker to have funny turn of phrase, joke, quotations, or story to help you see a situation in a new and different light. When Joke Makers have the positive qualities of a Joy Master, their jokes are insightful and instructive and can help lift one's spirit. They love to parody things that they find hypocritical. When Joke Makers combine their characteristics with the qualities of a Life Mocker, their jokes turn ugly, self-deprecating, and bitingly satiric. They use them to vent their rage and hurt others.

LIFE MOCKER



Life Mockers take humor to its lowest form and use it to ridicule, shame, and dehumanize others. Life Mockers sneer rather than smile. They consider themselves superior to everyone on the planet. They use their humor as a weapon to destroy feelings of charity and contentment. They live mostly in their intellect and are constantly commenting on what is wrong with the world around them. Life Mockers treat life itself as a joke and dismiss joy and fun as frivolous and childish. Their idea of a hearty laugh is a “Ha, I told you so” type of laugh. They win the admiration but not the affection of their peers through flippancy and total disregard for life. Like sugarcoated poison, Life Mockers' humor may bring an initial smile, but it ultimately turns people away from them. When Life Mockers combine their qualities with those of a Fun Meister, they engage in cruel humor disguised as fun. They only laugh deeply when others are hurt or are in pain. They are fond of saying, “What’s the matter, can’t you take a joke?” Life Mockers are cynical and sarcastic; when they add their traits to those of a Joke Maker, they use humor to degrade and stereotype and keep people from experiencing their common bonds.



Humor Scenario Cards

(Taken from Ramirez (2013). *Humor in the Classroom*)

Scenario #1: The teacher walks into the classroom and asks students what they did during the weekend. When students provide answers the teacher responds sarcastically. Some possible sarcastic responses could be: "Oh really, that sounds like fun", "What were you thinking", "That's something I'd like to do" and "Oh, that's nice. I actually went to the best hotel in the country this weekend. I bet none of you have ever stayed there. It's really expensive. Around \$300 a night."

Scenario #2: The teacher walks into the classroom and asks students what they know about the people from different countries in Latin America (Costa Rica, Argentina, Nicaragua, Mexico, etc.). After students share their thoughts, the teacher stereotypes. Some possible comments are: "Costa Ricans are always so lazy", "Argentines believe they are so superior than others", "Nicaraguans drink too much", etc.

Scenario #3: The teacher walks into the classroom and asks students to describe what they are wearing. After students give their answers, the teacher makes comments about the students and what they are wearing. Some possible comments are: "You are wearing some loud neon pink shoes. Wow! I can barely see anything else", "What's up with that T-shirt you are wearing? It looks like one my grandma wears" and "I think you might have bought those pants at the local thrift shop".

Scenario #4: The teacher shares a funny lighthearted joke or a personal story that is engaging and fun. Here is a possible joke:
-Why was 6 afraid of 7? Because 7 8 9.

Scenario #5: The teacher models an activity for a task. This activity should be one where students have lots of warmhearted and inclusive fun completing it. Here is an example: The teacher models singing a song that he or she rewrote to synthesize the quotes introduced earlier in the workshop.

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